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# Health and Personal Life Skills 7



## Learning Facilitator's Manual

### Module 6: Culminating Project



**Alberta**  
EDUCATION

## Note

**This Health and Personal Life Skills Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.**

Health and Personal Life Skills 7  
Learning Facilitator's Manual  
Module 6  
Culminating Project  
Alberta Distance Learning Centre  
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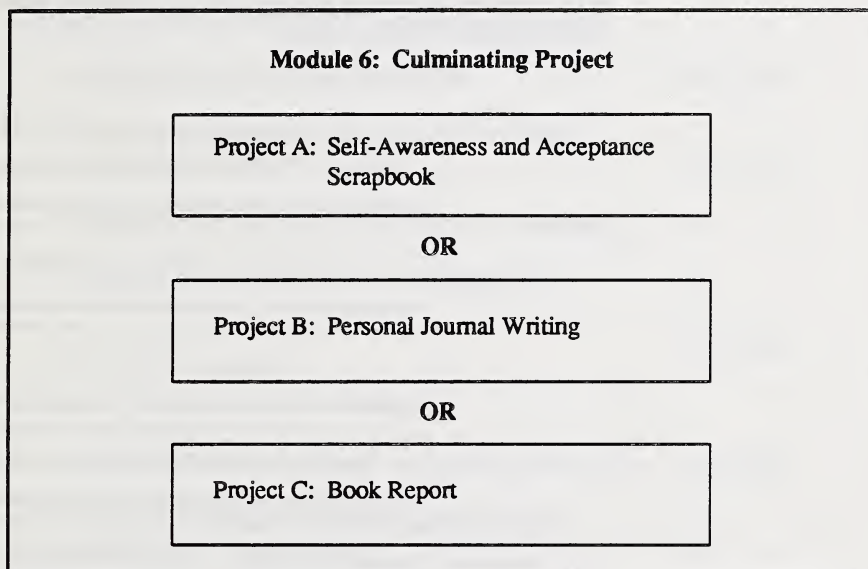
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## Module 6 - Culminating Project: Overview



Module 6 is intended as an alternate for completion by those students who choose not to complete Module 5: Human Sexuality.

Students are encouraged to expand their exploration of topics in other Health and Personal Life Skills 7 modules, particularly those relating to self-awareness and acceptance and to relationships.

Project A offers students the opportunity to create a very personal and, hopefully, artistic expression of feelings and interests in the form of a self-awareness and acceptance scrapbook.

Project B affords students an opportunity to develop skills in personal journal writing.

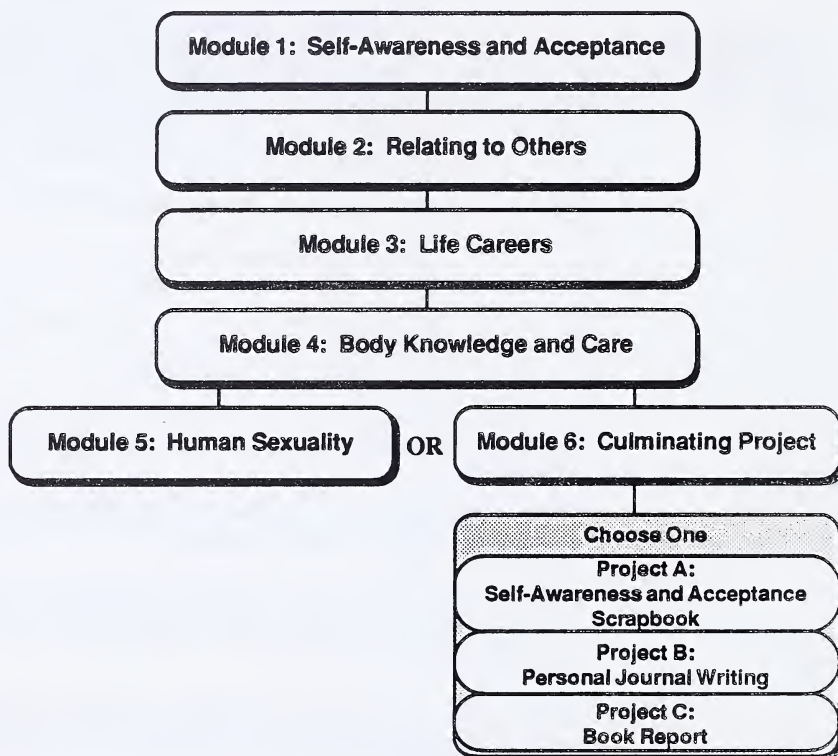
Project C encourages students to begin critical reading in health and personal life skills areas which hold special interest for them.

The projects of Module 6, if completed conscientiously, require much effort and emotional investment on the part of the students.

It is equally important however, that the projects be viewed as enjoyable, and as “time out” activities – chances for students to be creative and to give relaxed thought to their lives and surroundings. It is in setting this tone for the project module that the influence of the facilitator may be most importantly felt.

## Evaluation

It is suggested that the grading given for the project completed in Module 6 constitute 10% of the final course grading.



The project chosen by each student will be graded out of 100 marks. The following mark breakdown is suggested:

**Project A: Self-Awareness and Acceptance Scrapbook**

• adequate number of scrapbook entries	10 (marks)
• ideas clearly presented and topics well-developed by words, pictures, etc.	60 (5 × 12)
• creativity shown in scrapbook design and organization	20
• neatness and general appearance of scrapbook	10
	<hr/> 100 Total

**Project B: Personal Journal Writing**

• journal entries cover adequate time period of thirty days	25 (marks)
• journal entries show evidence of serious effort to develop journal-writing skills	40
• journal entries show student has reflected on past entries	25
• general impression	10
	<hr/> 100 Total

**Project C: Book Report**

• book report shows evidence of careful and complete reading of the book chosen	25 (marks)
• book report shows evidence that the student has attempted to apply ideas from the book to current circumstances	35
• book report is well organized, with examples given when appropriate	15
• book report shows evidence that the author of the book was researched (i.e. author's background, other books by same author)	10
• good spelling and grammar; neat appearance	15
	<hr/> 100 Total

## Resources and Materials

In guiding students to complete the work of this module, the learning facilitator's main role is to provide motivation.

Materials needed to complete Projects A and B are very basic – paper or scrapbooks, scissors, writing materials, and materials to cut and glue. The bulk of the material presented in the scrapbooks and journals must be the result of the students' own creative efforts.

In Project C, the students must choose books to read and review. Help in securing one of the suggested books or another book deemed acceptable by the facilitator (if the facilitator will be evaluating the project) may be much appreciated by each student.

## Suggestions for Introducing the Module

Although Module 6 is intended as a culminating module in Health and Personal Life Skills 7, students should be introduced to Module 6 and encouraged to choose their projects early in their Health and Personal Life Skills 7 course of studies.

Project A involves much self-analysis. If students realize early that they will be choosing this project, this knowledge may increase motivation for activities of Modules 1 and 2 of the course. Also, it may take time to gather materials which students want to incorporate into their self-awareness and acceptance scrapbook, and so an early start on this planning may be advisable.

Project B will require a minimum of thirty days to complete. Therefore, students who choose this project may wish to begin its development while working on Modules 1 to 4 of the course.

Project C involves searching for and reading a book related to the Health and Personal Life Skills 7 course of studies. This book search and reading may require a lengthy time period and, therefore, should be started early.

Module 6 may, then, be introduced early as a culminating focus for the course. This will allow students to make needed arrangements for project completion and should increase motivation for the work of Modules 1 to 4.



## **Project A: Self-Awareness and Acceptance Scrapbook**

The objectives of this project are to

- provide students a channel for self-expression, and an opportunity to affirm important values and beliefs
- provide students the opportunity to extend analysis of their self-awareness and acceptance
- provide students the opportunity for satisfying creative activity
- allow students the opportunity to self-disclose and receive empathetic, encouraging feedback

Project A can be cathartic for students. The scrapbooks students prepare as a result of this project often become treasured mementos of their adolescence.

The variety of topics presented for possible inclusion in the scrapbook allows students to choose a comfortable level of self-disclosure. The variety of types of entry possible allows students to be very creative and have fun designing the form of each scrapbook entry. Learning facilitators are often surprised at the level of self-analysis and disclosure encouraged in even the most reticent of students. It is important that all student work be commented upon by facilitators with empathy and encouragement. Privacy of the students' work, since it involves self-disclosure, must be ensured.

Evaluation should take into consideration the degree to which the students take advantage of the opportunities for creativity and analysis provided by their projects.

## **Project B: Personal Journal Writing**

The objectives of this project are to

- introduce journal writing as a skill useful to students in providing for their social and emotional growth
- introduce students to a variety of journal-writing suggestions and provide an opportunity to experiment with these ideas and practise journal-writing skills
- allow students the opportunity to self-disclose and receive empathetic feedback

Of the three projects in this module, Project B involves the highest level of willingness to self-disclose.

Facilitators who have a number of students attempting this project may introduce exercises such as guided imagery and dream interpretation which may increase the richness of journals, but which require a facilitator to introduce, guide, and monitor the learning experience. A number of exercises of this type are outlined in the following texts.

These texts have not undergone the standard review procedures of Alberta Education. Their titles are provided as a service only, to help local jurisdictions identify potentially useful teacher reference resources. The responsibility for evaluating these resources before use rests with the local jurisdiction.

Progoff, Ira. *At a Journal Workshop*. New York: Dialogue House Library, 1975.

Rainer, Tristine. *The New Diary*. Los Angeles: J.P. Tarcher Inc., 1978.

Simons, George F. *Keeping Your Personal Journal*. New York: Paulist Press, 1978.

Examples of published journals may be introduced as a motivational technique. However, the facilitator could find that this limits rather than expands student experimentation and creativity, as students may copy examples of journal writing style rather than creating their own style.

Facilitators must keep in mind that journal writing will be a very new skill for most students. An extremely high level of disclosure and analysis cannot be expected. The facilitator should encourage attempts to use the journal as an emotional sounding-board and to analyse personal feelings whenever this is attempted. The facilitator should also encourage detail in the descriptive word pictures of journal entries. The right to deny the facilitator access to a certain minimum number of entries by covering these entries when the project is submitted for evaluation must be respected.



## Project C: Book Report

The general objectives of this project are to

- allow students the opportunity to explore in more detail an aspect of health and personal life skills which they find interesting
- encourage appreciation of books as vehicles for continued learning and self-growth
- afford students practice in relating vicarious experience to their own lives and circumstances

It is important that students choose books they have not previously read in order to complete this project. This will assure that their book reports provide an extension of knowledge for the students.

The focus of the project is the experience of reading the chosen book. The book report guides each student in an analysis of insights from the book and the application of these insights to the student's own life. The book report also provides a basis for evaluation of the student's efforts in undertaking such analysis.

### Teaching Suggestions

You may wish to have your students share their book reports or some aspect of their reports with the rest of the class. This sharing can take many forms.

1. Students can bring small boxes from home to make dioramas of scenes from their books. Encourage them to be creative in the materials they choose, for example, using plasticine, popsicle sticks, construction paper, etc.
2. Students may try writing what the books would say about themselves if they could talk.
3. Students could prepare different types of interviews including those between
  - a magazine reporter and the author of the book
  - a magazine reporter and a character in the book
  - the author and a character in the book

4. Students can make puppets to help dramatize events in their books or to portray some characters in their books to the class.
5. Students can be encouraged to dramatize exciting parts of their books. Those dramatizations can be presented to the class.
6. Students can dress up as their favourite book characters for a day.
7. Students can design posters which show some exciting parts in their books.
8. If the students decide to present their book reports orally, they may like to draw pictures on overhead transparencies to go along with their oral presentations.
9. Students can make plasticine models or soap carvings of their favourite character(s) in their books.

# Final Test

There are two copies of the final test: the student's copy which is perforated and designed for photocopying and possible faxing and the teacher's copy which includes a marking guide.

**Important:**

All students will complete Parts A to D inclusive of the final test. Students who have completed Module 5 (Human Sexuality) of the Health and Personal Living Skills 7 course will then complete Part E of the test. Students who have opted out of Module 5 and instead completed Module 6 of the course will complete Part F of the final test.

**Note:**

The student's copy and the teacher's copy of this final test should be kept secure by the teacher. Students should not have access to this test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.





**HEALTH AND PERSONAL LIFE SKILLS 7****FINAL TEST****GENERAL INSTRUCTIONS**

**YOU HAVE TWO HOURS TO COMPLETE THIS TEST.** Work quickly through all of Parts A to D and either Part E or Part F answering the questions you are sure you know. You will then be able to concentrate on the more difficult questions.

**TOTAL MARKS: 100**

**PART A: Multiple-Choice Questions – 16 marks**

**PART B: Short-Answer Questions – 12 marks**

**PART C: Case Studies – 30 marks**

**PART D: Short Essays – 30 marks**

**PART E: Human Sexuality – 12 marks**

**OR**

**PART F: Culminating Project – 12 marks**

**Important:**

All students complete PARTS A to D inclusive.

If you completed Module 5 (Human Sexuality) of the Health and the Personal Life Skills 7 course, you must also complete PARTE of this test. If you opted out of Module 5, and instead completed Module 6 (Culminating Project), you must complete PART F of this test.

**PART A: MULTIPLE-CHOICE QUESTIONS****Value**

Part A is worth 16 marks of the total examination mark.

Select the best possible answer and place the appropriate letter in the space provided on the response page that follows.

**1 each**

  D  

1. These drugs make a person feel peace and pleasure and relieve pain. Heroin falls in this category.

A. hallucinogens  
B. sedatives  
C. cannabis  
D. narcotics

  C  

2. Albert values physical challenge. He decides to join a ski club and practise until he becomes a good intermediate downhill skier. One may say that becoming a good skier is one of Albert's major

A. values  
B. choices  
C. goals  
D. decisions

  A  

3. This food nutrient builds and repairs body tissues.

A. protein  
B. fats  
C. minerals  
D. carbohydrate

  A  

4. The blood enters the heart by way of the

A. veins  
B. white blood cells  
C. arteries  
D. red blood cells



- C   5. This gland produces digestive juices and insulin.
- A. thyroid
  - B. pituitary
  - C. pancreas
  - D. adrenals
- D   6. The freedom from influence, control, or determination of others is referred to as
- A. freedom
  - B. dependence
  - C. communication
  - D. independence
- D   7. Which statement is true?
- A. All drugs are illegal.
  - B. Smokers only hurt themselves.
  - C. Drinking coffee helps to make a drunk person sober.
  - D. Alcohol is a drug.
- B   8. This disease can be helped, or treated, managed, or controlled, but not cured.
- A. infectious
  - B. chronic
  - C. congenital
  - D. allergy
- D   9. A \_\_\_\_\_ is one that has the same interests, age, and abilities as another.
- A. friend
  - B. value
  - C. goal
  - D. peer

- B   10. The endocrine gland which prepares the body to deal with danger, excitement, and anxiety is the
- A. pancreas
  - B. adrenal
  - C. thyroid
  - D. cerebrum
- D   11. To keep the body systems healthy, one should
- A. exercise
  - B. eat nutritional meals
  - C. not smoke
  - D. all of the above
- D   12. The mental picture of the way you see yourself is
- A. self-concept
  - B. self-awareness
  - C. self-esteem
  - D. body-image
- C   13. The development of body resistance to the effects of a drug so that larger doses are required to produce the original effect of the drug is called
- A. psychological dependence
  - B. addiction
  - C. drug tolerance
  - D. physical dependence
- C   14. An exclusive group with a restricted membership is called a
- A. friendship
  - B. group
  - C. clique
  - D. peer relationship

D

15. Which statement is true?

- A. Diabetes is a condition in which the pancreas does not produce enough insulin.
- B. Breathing is an involuntary muscle action.
- C. Lungs are the most valuable organs of the respiratory system.
- D. Each statement is true.

B

16. A career involves

- A. courses you are taking in junior high
- B. everything you do that is related to your work
- C. your present job
- D. money management



**PART A: RESPONSE PAGE**

- |          |    |          |     |
|----------|----|----------|-----|
| <u>D</u> | 1. | <u>D</u> | 9.  |
| <u>C</u> | 2. | <u>B</u> | 10. |
| <u>A</u> | 3. | <u>D</u> | 11. |
| <u>A</u> | 4. | <u>D</u> | 12. |
| <u>C</u> | 5. | <u>C</u> | 13. |
| <u>D</u> | 6. | <u>C</u> | 14. |
| <u>D</u> | 7. | <u>D</u> | 15. |
| <u>B</u> | 8. | <u>B</u> | 16. |

**PART B: SHORT-ANSWER QUESTIONS****Value**

Part B is worth 12 marks of the total examination mark.

Answer the following questions in complete sentences. Give examples where necessary to help clarify your answer.

- |          |   |
|----------|---|
| <b>5</b> | 1. Your brother is burned on the arm while trying to light the gas barbeque. What would you do? |
| <b>3</b> | 2. Define self-concept.   |
| <b>4</b> | 3. Describe ways of developing a positive self-concept.   |

**PART B: RESPONSE PAGE**

1. *Apply cold water or ice wrapped in cloth to the burn. This decreases the pain. Cover the burned arm with a bandage to prevent infection. Do not apply any type of salves or ointments. See a doctor.*
2. *Self-concept is how you think and feel about yourself. It refers to how you perceive yourself and how you think others see you.*
3. *Self-concept develops when parents and teachers give praise and encouragement. Winning an award, contests, or competition helps to develop a positive self-concept. Compliments, hugs, and smiles also help.*



**PART C: CASE STUDIES****Value**

Part C is worth 30 marks of the total examination mark.

Answer all questions in complete sentences.

**10**

1. Mitch is an unemployed electrician. He is working as a gas-station attendant at night. He has three children. Mitch restores antique furniture on the weekends. He looks for another job and baby-sits his children during the day.
  - a. What is Mitch's occupation?
  - b. What is Mitch's job?
  - c. What is Mitch's career?
  - d. List at least three kinds of work Mitch does.

**PART C: RESPONSE PAGE**

1.
  - a. *Mitch is an electrician.*
  - b. *Mitch works as a gas-station attendant at night.*
  - c. *Mitch's career consists of being a parent, job-hunter, baby-sitter, gas-station attendant, furniture restorer, and unemployed electrician.*
  - d. *Mitch baby-sits, hunts for a job, restores furniture, and pumps gas.*

10

2. Jim had always wondered what it would be like to smoke a joint. He knew his parents would be very angry at him if he ever did it, and they found out. But now, in junior high, he cares more about his friends than he does about what his parents think. He is trying to decide what to do. What are some things that you think Jim should consider before he makes his decision?

**PART C: RESPONSE PAGE**

2. *There are a number of things Jim should think about before making a decision about drugs. He should consider the following:*
- *What are the consequences if his parents find out?*
  - *Can he come up with an alternate plan (besides taking drugs) and still keep his friends?*
  - *What are the safety risks?*
  - *What are the health risks to his body?*
  - *What are the health risks to his mind?*
  - *Could he become physically and psychologically dependent on the drug?*
  - *What are the consequences of overdose, developing a tolerance, using impure drugs, and mixing drugs? For example, alcohol and barbiturates are a deadly combination.*
  - *What is the law in regard to use of a particular drug?*

10

3. Shandra had to move to a new school where she did not know anyone. How would you suggest she go about making new friendships?



**PART C: RESPONSE PAGE**

3. *When she arrives at her new school, Shandra can start conversations by talking to students about her likes and dislikes, a movie or TV show she saw last night, or her plans for the future. Another possible conversation piece could be current fashions in clothes. Shandra can meet these students at school in sports teams, hobby clubs, and volunteer groups. Students may indicate the qualities of a good friend – being a good listener, trustworthy, dependable, supportive, sincere, reliable, understanding, loyal, honest, tolerant, caring, cooperative, sensitive, and helpful. Making an effort, giving others a chance, being there, and spending time together could also be mentioned.*

**PART D: SHORT ESSAYS**

**Value** Part D is worth 30 marks of the total examination mark.

Write two short essays on topics described below. It is suggested you spend about 20 minutes developing your essay for each topic, with a suggested total minimum time of 40 minutes spent on both essays. Observe the rules of spelling, grammar, sentence structure, and paragraph construction in writing each essay. Begin with an introductory paragraph and end with a summary or concluding paragraph. Be sure to give your essay a title.

- 15**
1. Describe the ways in which you are different now, compared to when you were in grade one. You may include physical changes, moral changes in values and beliefs; and changes in your interests, abilities, skills, and relationships. Be sure to proofread your essay for sentence structure, grammar, and punctuation. Remember an essay has a title, an introductory paragraph, supporting paragraph(s), and a concluding paragraph.

**PART D: RESPONSE PAGE**

1. *There are many possible answers. The following list can be used as a guideline for changes that may be mentioned in the comparison.*

- *Physical – taller, heavier, stronger*
- *Moral – Stealing is wrong. Drugs can harm you. There is a heaven.*
- *Interests – hockey, girls, computers*
- *Skills and abilities – can swim, write good essays, good at math*
- *Relationships – interested in boys, not getting along with parents, has one best friend*

*The essay should have a title and follow the rules of spelling, grammar, sentence structure, and paragraph construction.*

**15**

2. Rajiv's achievement in grade seven is poor. He has difficulty studying. He is looking for study skills and study tips that would help him study any subject. In an essay suggest some ideas that could help Rajiv improve his study habits.

## PART D: RESPONSE PAGE

2. *The students can have a number of the following tips in their essays.*

### BASIC STUDY TIPS

**Tip 1: Do Not Dwell on Failure**

*Studying on one's own is a big step for many people. If you have ever experienced failure in any subject, you may have found it difficult to attempt that subject again. Past failure in a subject, or even in an assignment, does not make success impossible. It just means you have to work harder to achieve success. Learn from your mistakes.*

**Tip 2: Leave Negative Thoughts Outside the Study Area**

*For example, a prejudice against a subject – "I hate poetry" – will not help you learn. Forget what you like or do not like. Just try to complete each activity and assignment to the best of your ability.*

**Tip 3: Get Enough Rest**

*If you are ill or listless, you cannot make good use of the time you have set aside for studying. Keep physically and mentally fit.*

**Tip 4: Set an Objective for Every Study Period**

*Aim to accomplish that goal within a certain amount of time. Then record your success on your daily or monthly study plan.*

**Tip 5: Learn to Concentrate**

*People who have not studied for a while might have trouble concentrating. If you are one of these people, begin by studying in a room free of distractions. Limit yourself to studying one subject for one hour. During this hour put everything else out of your mind. It is impossible to combine study, recreation, and relaxation all at the same time! Sit down and start. Take a ten or fifteen-minute break after this hour. During the break concentrate on other things that need doing or that are interfering with your concentration. Before this break, plan what you will do in the next study hour.*

**Tip 6: Study by Wholes Rather Than Parts**

*Get the whole picture of what you are studying – the entire objective – rather than concentrating on isolated parts. Do not just memorize. Understand the total concept.*

**Tip 7: Review**

*Leave some time each evening for nightly review of the day's work. After forty-five minutes of studying for test or unit reviews see how you are doing. Test yourself to see what you have learned.*

**Tip 8: Switch**

*When weariness occurs, temporarily switch to something else. Switch subjects or activities before they become stale. If you are working regularly and truly concentrating, then one or two hours on one subject should be enough at one sitting.*



## PART D: RESPONSE PAGE

**Tip 9: Do Difficult Tasks First**

*Concentrate on the most complex concepts first – when you are still fresh. By doing difficult work first, you are putting most of the study time into subjects where improvement is probably most needed.*

**Tip 10: Make Use of the Library**

*Learn where reference material is located. Learn how to use reference material efficiently. Besides being a place of inspiration, a library is the best resource you can have.*

*Some additional ideas that can help are the following general rules of study.*

- *Set small realistic goals to improve your work habits and grades.*
- *Have a regular time when you study. One hour per night is probably appropriate at the Grade 7 level.*
- *Have a study area that is relatively quiet, free from distraction, well lit, and reasonably comfortable.*
- *Do today's homework first; get it out of the way.*
- *Work quickly for it improves understanding.*
- *Underline key statements, words, or phrases. Make notes in the margins of books in your own collection.*
- *If memorizing something is the task, study in short, well-spaced periods instead of one or two long, concentrated attempts.*

*Each essay should have a title and follow the rules of spelling, grammar, sentence structure, and paragraph construction.*

**PART E: HUMAN SEXUALITY****Value**

Part E is worth 12 marks of the total examination mark.

Questions in this portion of the test are to be attempted only by students who completed Module 5: Human Sexuality as part of their Health and Personal Life Skills 7 course. Students who did not elect to complete Human Sexuality studies, but instead completed Module 6 will omit PART E of the test and continue with PART F.

1 each

C

1. Conception occurs when

- A. an ovary releases a mature egg
- B. the male discharges several hundred million sperm
- C. one sperm reaches the nucleus of an egg
- D. a man and woman have sexual intercourse

A

2. When a Y chromosome from the father combines with an X chromosome from the mother, the result is

- A. a boy
- B. a girl
- C. identical twins
- D. fraternal twins

D

3. Which statement is true?

- A. Chlamydia, gonorrhea, and syphilis can be cured. If not treated, permanent damage can be done.
- B. AIDS is incurable at this time.
- C. STDs must be properly diagnosed and treated to prevent permanent damage.
- D. Each statement is true.

A

4. A man notices burning when he urinates and yellowish pus is discharged from the penis. He has a fever and seems fatigued. He most likely has

- A. gonorrhea
- B. syphilis
- C. herpes
- D. AIDS

D

5. The female organ which serves as the birth canal during the delivery of a baby is the
- A. uterus
  - B. cervix
  - C. ovary
  - D. vagina

A

6. Which statement is true?
- A. Fertilization of the human egg by the sperm takes place in the fallopian tube.
  - B. Testosterone is the major female sex hormone.
  - C. The release of a mature egg is called menstruation.
  - D. Males usually begin puberty earlier than females.

**PART E: RESPONSE PAGE**C 1.A 2.D 3.A 4.D 5.A 6.

- 6
7. Teenagers experience many emotional, mental, and physical changes. In a paragraph describe some of these changes. Observe the rules of spelling, sentence structure, and grammar. Begin with an introductory sentence. Include the supporting sentences and end with a concluding sentence.



**PART E: RESPONSE PAGE**

7. *Some of the changes that adolescents experience include the following:*

- *emotional – feelings, likes, dislikes*
- *mental – refer to ways of making thought and decision changes like problem solving, decision making, and using good judgement*
- *physical – ability to produce sperm, begin menstruation, sweating, pimples, change in body shape, increased body hair, increased height*

*The paragraph should have an introductory sentence, supporting sentences, and a concluding sentence. Spelling, sentence structure, and grammar should also be reasonable.*

## PART F: CULMINATING PROJECT

Part F is worth 12 marks of the total examination mark.

### Value

Questions in this portion of the test are to be completed only by students who opted out of Human Sexuality studies, and instead completed Module 6: Culminating Project as part of their Health and Personal Life Skills 7 course.

1. In a short paragraph discuss which step in the nine-step decision-making model you feel is the most important and explain why.

6

**PART F: RESPONSE PAGE**

1. *The answers will vary. Look for an explanation of the student's choice. Two possible answers are*
  - *defining the problem because a satisfactory decision cannot be made without first defining the problem*
  - *choosing an alternative because one will never arrive at a decision if one cannot choose an alternative*

1 each

C

2. Frostbite should be treated by
- A. rubbing the affected area
  - B. application of direct heat
  - C. using body heat for gradual warming
  - D. application of lotion

B

3. A career is
- A. what one does during a typical day
  - B. what one does with life
  - C. what one does from day to day
  - D. an activity that involves effort and difficulty

D

4. What you want in a career depends on
- A. your interests
  - B. your values
  - C. your abilities
  - D. all of the above

B

5. You arrive to baby-sit at a house and notice that straight pins have been left on the coffee table. You realize the pins could be dangerous to the two-year old child you are baby-sitting. What do you do?
- A. Keep the child away from the area.
  - B. Pick up all the pins and put them far out of the reach of the child.
  - C. Tell the child not to touch the pins.
  - D. Cover the pins with a towel.

D

6. Which statement is true?
- A. If you give a friend some drugs, it is not as illegal as selling drugs.
  - B. Caffeine, which is found in coke and coffee, is not a drug.
  - C. Only the illegal drugs are dangerous if abused.
  - D. Each statement is false.

D

7. An example of a goal is

- A. eating wisely to keep healthy
- B. making friends
- C. having a good education
- D. one's determination to graduate from high school

Total:         
100

END OF FINAL TEST  
TEACHER'S COPY



# **PART F: RESPONSE PAGE**

  *C*      2.

  *B*      3.

  *D*      4.

  *B*      5.

  *D*      6.

  *D*      7.



## **HEALTH AND PERSONAL LIFE SKILLS 7**

### **FINAL TEST**

#### **GENERAL INSTRUCTIONS**

**YOU HAVE TWO HOURS TO COMPLETE THIS TEST.** Work quickly through all of Parts A to D and either Part E or Part F answering the questions you are sure you know. You will then be able to concentrate on the more difficult questions.

**TOTAL MARKS: 100**

**PART A: Multiple-Choice Questions – 16 marks**

**PART B: Short-Answer Questions – 12 marks**

**PART C: Case Studies – 30 marks**

**PART D: Short Essays – 30 marks**

**PART E: Human Sexuality – 12 marks**

**OR**

**PART F: Culminating Project – 12 marks**

#### **Important:**

All students complete PARTS A to D inclusive.

If you completed Module 5 (Human Sexuality) of the Health and the Personal Life Skills 7 course, you must also complete PARTE of this test. If you opted out of Module 5, and instead completed Module 6 (Culminating Project), you must complete PART F of this test.

**PART A: MULTIPLE-CHOICE QUESTIONS****Value**

Part A is worth 16 marks of the total examination mark.

Select the best possible answer and place the appropriate letter in the space provided on the response page that follows.

**1 each**

1. These drugs make a person feel peace and pleasure and relieve pain. Heroin falls in this category.
  - A. hallucinogens
  - B. sedatives
  - C. cannabis
  - D. narcotics
  
2. Albert values physical challenge. He decides to join a ski club and practise until he becomes a good intermediate downhill skier. One may say that becoming a good skier is one of Albert's major
  - A. values
  - B. choices
  - C. goals
  - D. decisions
  
3. This food nutrient builds and repairs body tissues.
  - A. protein
  - B. fats
  - C. minerals
  - D. carbohydrate
  
4. The blood enters the heart by way of the
  - A. veins
  - B. white blood cells
  - C. arteries
  - D. red blood cells

5. This gland produces digestive juices and insulin.
- A. thyroid
  - B. pituitary
  - C. pancreas
  - D. adrenals
6. The freedom from influence, control, or determination of others is referred to as
- A. freedom
  - B. dependence
  - C. communication
  - D. independence
7. Which statement is true?
- A. All drugs are illegal.
  - B. Smokers only hurt themselves.
  - C. Drinking coffee helps to make a drunk person sober.
  - D. Alcohol is a drug.
8. This disease can be helped, treated, managed, or controlled, but not cured.
- A. infectious
  - B. chronic
  - C. congenital
  - D. allergy
9. A \_\_\_\_\_ is one that has the same interests, age, and abilities as another.
- A. friend
  - B. value
  - C. goal
  - D. peer

10. The endocrine gland which prepares the body to deal with danger, excitement, and anxiety is the
- A. pancreas
  - B. adrenal
  - C. thyroid
  - D. cerebrum
11. To keep the body systems healthy, one should
- A. exercise
  - B. eat nutritional meals
  - C. not smoke
  - D. all of the above
12. The mental picture of the way you see yourself is
- A. self-concept
  - B. self-awareness
  - C. self-esteem
  - D. body-image
13. The development of body resistance to the effects of a drug so that larger doses are required to produce the original effect of the drug is called
- A. psychological dependence
  - B. addiction
  - C. drug tolerance
  - D. physical dependence
14. An exclusive group with a restricted membership is called a
- A. friendship
  - B. group
  - C. clique
  - D. peer relationship



15. Which statement is true?

- A. Diabetes is a condition in which the pancreas does not produce enough insulin.
- B. Breathing is an involuntary muscle action.
- C. Lungs are the most valuable organs of the respiratory system.
- D. Each statement is true.

16. A career involves

- A. courses you are taking in junior high
- B. everything you do that is related to your work
- C. your present job
- D. money management

**Rough Work**

(Marks will not be given for work done on this page.)

**PART A: RESPONSE PAGE**

- |       |    |       |     |
|-------|----|-------|-----|
| _____ | 1. | _____ | 9.  |
| _____ | 2. | _____ | 10. |
| _____ | 3. | _____ | 11. |
| _____ | 4. | _____ | 12. |
| _____ | 5. | _____ | 13. |
| _____ | 6. | _____ | 14. |
| _____ | 7. | _____ | 15. |
| _____ | 8. | _____ | 16. |

Name of Student \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_

## PART B: SHORT-ANSWER QUESTIONS

**Value**

Part B is worth 12 marks of the total examination mark.

Answer the following questions in complete sentences. Give examples where necessary to help clarify your answer.

**5**

1. Your brother is burned on the arm while trying to light the gas barbeque. What would you do?

**3**

2. Define self-concept.

**4**

3. Describe ways of developing a positive self-concept.

**PART B: RESPONSE PAGE**

1.

2.

3.

Name of Student

Student I.D. #

Name of School

Date

**PART C: CASE STUDIES****Value**

Part C is worth 30 marks of the total examination mark.

Answer all questions in complete sentences.

**10**

1. Mitch is an unemployed electrician. He is working as a gas-station attendant at night. He has three children. Mitch restores antique furniture on the weekends. He looks for another job and baby-sits his children during the day.
  - a. What is Mitch's occupation?
  - b. What is Mitch's job?
  - c. What is Mitch's career?
  - d. List at least three kinds of work Mitch does.



**PART C: RESPONSE PAGE**

1. a. \_\_\_\_\_
- b. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- d. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Student \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_

10

2. Jim had always wondered what it would be like to smoke a joint. He knew his parents would be very angry at him if he ever did it, and they found out. But now, in junior high, he cares more about his friends than he does about what his parents think. He is trying to decide what to do. What are some things that you think Jim should consider before he makes his decision?

## PART C: RESPONSE PAGE

2.

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Name of Student \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_

- 10**
3. Shandra had to move to a new school where she did not know anyone. How would you suggest she go about making new friendships?

3.

Name of Student \_\_\_\_\_ Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_ Date \_\_\_\_\_

**PART D: SHORT ESSAYS****Value**

Part D is worth 30 marks of the total examination mark.

Write two short essays on topics described below. It is suggested you spend about 20 minutes developing your essay for each topic, with a suggested total minimum time of 40 minutes spent on both essays. Observe the rules of spelling, grammar, sentence structure, and paragraph construction in writing each essay. Begin with an introductory paragraph and end with a summary or concluding paragraph. Be sure to give your essay a title.

**15**

1. Describe the ways in which you are different now, compared to when you were in grade one. You may include physical changes; moral changes in values and beliefs; and changes in your interests, abilities, skills, and relationships. Be sure to proofread your essay for sentence structure, grammar, and punctuation. Remember an essay has a title, an introductory paragraph, supporting paragraph(s), and a concluding paragraph.



**PART D: RESPONSE PAGE**

1.

(There is more room for your answer on the next response page.)

Name of Student

Student I.D. #

Name of School

Date

## PART D: RESPONSE PAGE

(There is more room for your answer on the next response page.)

Name of Student \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_

## PART D: RESPONSE PAGE

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Name of Student \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_

**15**

2. Rajiv's achievement in grade seven is a poor . He has difficulty studying. He is looking for study skills and study tips that would help him study any subject. In an essay suggest some ideas that could help Rajiv improve his study habits.

Name of School \_\_\_\_\_ Date \_\_\_\_\_

**PART D: RESPONSE PAGE**

(There is more room for your answer on the next response page.)

Name of Student \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_



## PART D: RESPONSE PAGE

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Name of Student \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_

## PART E: HUMAN SEXUALITY

**Value**

Part E is worth 12 marks of the total examination mark.

Questions in this portion of the test are to be attempted only by students who completed Module 5: Human Sexuality as part of their Health and Personal Life Skills 7 course. Students who did not elect to complete Human Sexuality studies, but instead completed Module 6 will omit PARTE of the test and continue with PART F.

**1 each**

1. Conception occurs when
  - A. an ovary releases a mature egg
  - B. the male discharges several hundred million sperm
  - C. one sperm reaches the nucleus of an egg
  - D. a man and woman have sexual intercourse
  
2. When a Y chromosome from the father combines with an X chromosome from the mother, the result is
  - A. a boy
  - B. a girl
  - C. identical twins
  - D. fraternal twins
  
3. Which statement is true?
  - A. Chlamydia, gonorrhea, and syphilis can be cured. If not treated, permanent damage can be done.
  - B. AIDS is incurable at this time.
  - C. STDs must be properly diagnosed and treated to prevent permanent damage.
  - D. Each statement is true.
  
4. A man notices burning when he urinates and yellowish pus is discharged from the penis. He has a fever and seems fatigued. He most likely has
  - A. gonorrhea
  - B. syphilis
  - C. herpes
  - D. AIDS

5. The female organ which serves as the birth canal during the delivery of a baby is the
- A. uterus
  - B. cervix
  - C. ovary
  - D. vagina
6. Which statement is true?
- A. Fertilization of the human egg by the sperm takes place in the fallopian tube.
  - B. Testosterone is the major female sex hormone.
  - C. The release of a mature egg is called menstruation.
  - D. Males usually begin puberty earlier than females.

**Rough Work**

(Marks will not be given for work done on this page.)

**PART E: RESPONSE PAGE**

- \_\_\_\_\_ 1.
- \_\_\_\_\_ 2.
- \_\_\_\_\_ 3.
- \_\_\_\_\_ 4.
- \_\_\_\_\_ 5.
- \_\_\_\_\_ 6.

Name of Student \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_

6

7. Teenagers experience many emotional, mental, and physical changes. In a paragraph describe some of these changes. Observe the rules of spelling, sentence structure, and grammar. Begin with an introductory sentence. Include the supporting sentences and end with a concluding sentence.

## PART E: RESPONSE PAGE

7.

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Name of Student \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_



## PART F: CULMINATING PROJECT

Part F is worth 12 marks of the total examination mark.

### Value

Questions in this portion of the test are to be completed only by students who opted out of Human Sexuality studies, and instead completed Module 6: Culminating Project as part of their Health and Personal Life Skills 7 course.

1. In a short paragraph discuss which step in the nine-step decision-making model you feel is the most important and explain why.

**PART F: RESPONSE PAGE**

1.

Name of Student

Student I.D. #

Name of School

Date

**1 each**

2. Frostbite should be treated by
  - A. rubbing the affected area
  - B. application of direct heat
  - C. using body heat for gradual warming
  - D. application of lotion
3. A career is
  - A. what one does during a typical day
  - B. what one does with life
  - C. what one does from day to day
  - D. an activity that involves effort and difficulty
4. What you want in a career depends on
  - A. your interests
  - B. your values
  - C. your abilities
  - D. all of the above
5. You arrive to baby-sit at a house and notice that straight pins have been left on the coffee table. You realize the pins could be dangerous to the two-year old child you are baby-sitting. What do you do?
  - A. Keep the child away from the area.
  - B. Pick up all the pins and put them far out of the reach of the child.
  - C. Tell the child not to touch the pins.
  - D. Cover the pins with a towel.
6. Which statement is true?
  - A. If you give a friend some drugs, it is not as illegal as selling drugs.
  - B. Caffeine, which is found in coke and coffee, is not a drug.
  - C. Only the illegal drugs are dangerous if abused.
  - D. Each statement is false.

7. An example of a goal is
- A. eating wisely to keep healthy
  - B. making friends
  - C. having a good education
  - D. one's determination to graduate from high school

Total:           
100

**END OF FINAL TEST**

**PART F: RESPONSE PAGE**

\_\_\_\_\_ 2.

\_\_\_\_\_ 3.

\_\_\_\_\_ 4.

\_\_\_\_\_ 5.

\_\_\_\_\_ 6.

\_\_\_\_\_ 7.

Name of Student \_\_\_\_\_

Student I.D. # \_\_\_\_\_

Name of School \_\_\_\_\_

Date \_\_\_\_\_

***This is a course designed in a new distance-learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated so that a future revision may incorporate any necessary improvements.***

## TEACHER QUESTIONNAIRE FOR HEALTH 7

Teacher's Name \_\_\_\_\_ Teacher's area of expertise \_\_\_\_\_

School Name \_\_\_\_\_ Date \_\_\_\_\_

### Design

1. The modules follow a definite systematic design. Did you find it easy to follow?

☐ Yes    ☐ No    If no, explain.

---

---

2. Did your observations reveal that the students found the design easy to follow?

☐ Yes    ☐ No    If no, explain.

---

---

3. Did you find the Learning Facilitator's Manuals helpful?

☐ Yes    ☐ No    If no, explain.

---

---

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

☐ Yes    ☐ No    If no, explain.

---

---

5. The questions in the Module Booklet are to help clarify and reinforce the instructional materials. The answers were placed in the Learning Facilitator's Manuals. Did this design prove helpful?

☐ Yes    ☐ No    If no, explain.

---

---

6. Did the Follow-Up Activities prove to be helpful?

☐ Yes    ☐ No    If no, explain.

---

---

7. Were students motivated to try these Follow-Up Activities?

☐ Yes    ☐ No    If no, give details.

---

---

8. Companion audio programs are included in the course. Did your students find them helpful?

☐ Yes    ☐ No    Comment on the lines below.

---

---

9. Suggestions for video activities are included in the course. Were your students able to use these activities?

☐ Yes    ☐ No    Comment on the lines below.

---

---



10. Were the assignments clear?

☐ Yes    ☐ No    If no, give details.

---

---

11. Were the assignments appropriate?

☐ Yes    ☐ No    If no, give details.

---

---

12. Did you fax assignments?

☐ Yes    ☐ No

13. If you did fax, did you get satisfactory results from using this procedure?

☐ Yes    ☐ No    If no, give details.

---

---

---

## Instruction

1. Did you find the instruction clear?

☐ Yes    ☐ No    If no, give details.

---

---

2. Did your observations reveal that the students found the instruction interesting?

☐ Yes    ☐ No    If no, give details.

---

---

3. Did you find the instruction adequate?

☐ Yes    ☐ No    If no, give details.

---

---

4. Was the reading level appropriate?

☐ Yes    ☐ No    If no, give details.

---

---

5. Was the work load adequate?

☐ Yes    ☐ No    If no, give details.

---

---

6. Was the content accurate and current?

☐ Yes    ☐ No    If no, give details.

---

---

7. Did the content flow consistently and logically?

☐ Yes    ☐ No    If no, give details.

---

---

8. Was the transition between booklets smooth?

☐ Yes    ☐ No    If no, give details.

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9. Was the transition between print and media smooth?

☐ Yes    ☐ No    If no, give details.

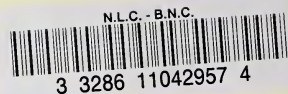
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**Design Department  
Alberta Distance Learning Centre  
Box 4000  
Barrhead, Alberta  
T0G 2P0**





This booklet cannot be purchased separately; the  
Learning Facilitator's Manual is available  
only as a complete set.

